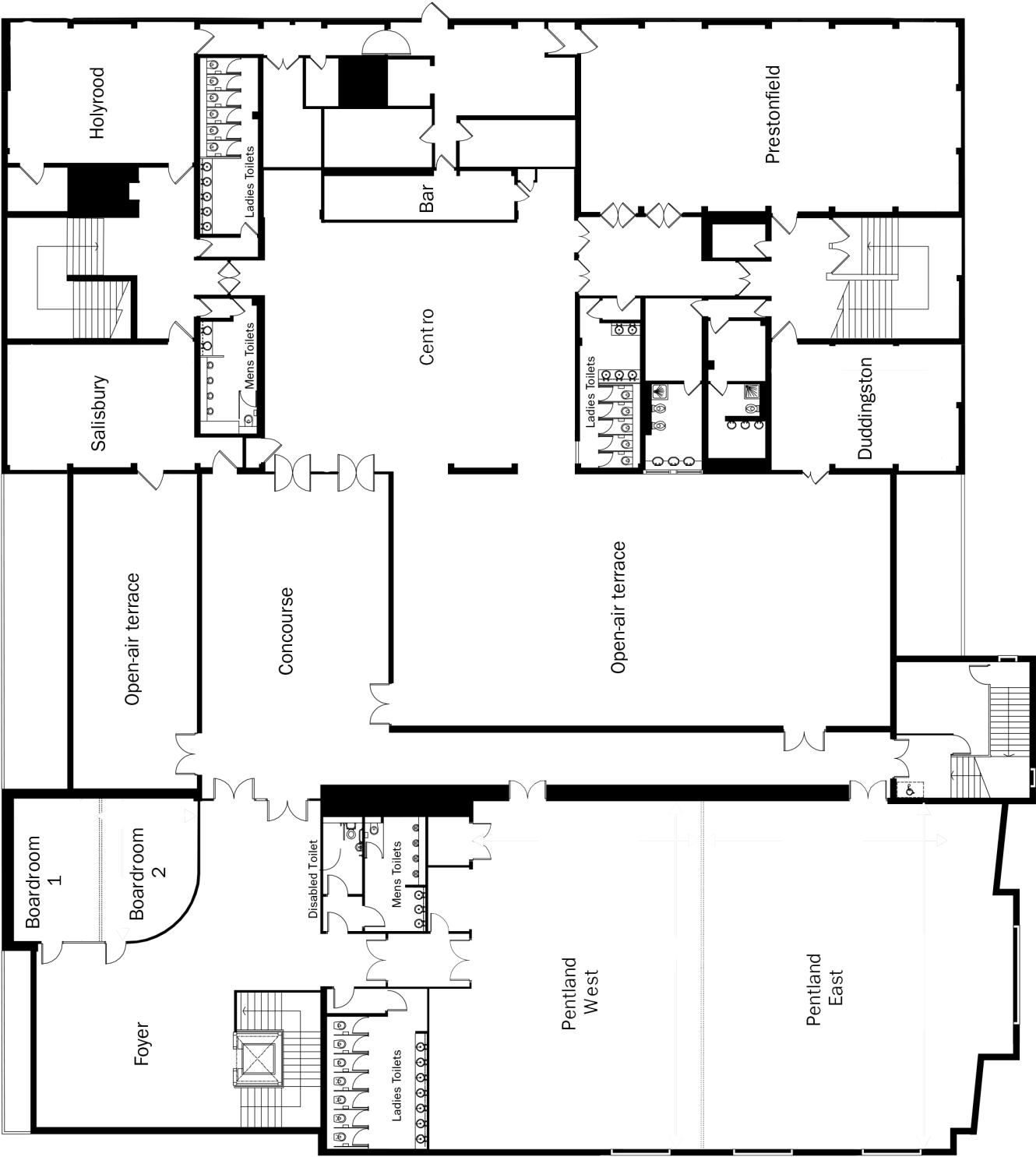# THE UNIVERSITY *of* EDINBURGH

Learning and Teaching Conference

Evidencing the value of teaching and learning

Wednesday 19th June 2019
John McIntyre Conference Centre

Holyrood

Salisbury

Ladies Toilets

Mens Toilets

Bar

Centro

Prestonfield

Duddingston

Ladies Toilets

Open-air terrace

Concourse

Open-air terrace

Boardroom 1

Boardroom 2

Disabled Toilet

Mens Toilets

Foyer

Ladies Toilets

Pentland West

Pentland East

Contents

Cover photos: Allan Bovill Photography

Welcome

Dear colleagues,

I would like to welcome you to the University of Edinburgh Learning and Teaching Conference 2019.

At our first Learning and Teaching Conference last year, we experienced the buzz and excitement that can arise from bringing together staff and students from across the University to focus on showcasing excellent learning and teaching practice. I hope this year's event will be even better.

We look forward to welcoming over 100 presenters from across the University, to share a huge variety of exciting work that we hope will lead to further enhancements in teaching.

We are delighted to have two excellent keynote speakers for the conference this year. In the morning Professor Peter Felten, Professor of History, Assistant Provost for Teaching and Learning, and Executive Director of the Center for Engaged Learning at Elon University, North Carolina, USA will speak about how *relationships matter: moving relationship-rich experiences from the periphery to the centre of teaching and learning.* In the afternoon, Dr Camille Kandiko Howson, Associate Professor of Education, Imperial College London will speak about *the value and values of learning gain data: evidence, ethics and enhancement.* These two keynote presenters are highly regarded and I look forward to the stimulating discussions that are likely to follow.

We expect to see over 300 staff and student delegates at the conference. This excellent turnout (we could take more, but the John Macintyre Centre isn't big enough!) sends a strong message about the value we place on teaching at the University of Edinburgh. I hope you have an interesting and fulfilling conference.

Kind regards,

Professor Charlie Jeffery

Senior Vice-Principal

Programme Overview

08:15 – 09:00	Registration and refreshments
09:00 – 09:05	Welcome, Professor Peter Mathieson, Principal, University of Edinburgh
09:05 – 09:10	Welcome, Professor Colm Harmon, Vice-Principal Students
09:10 – 09:15	Welcome, Professor Charlie Jeffery, Senior Vice-Principal
09:15 – 10:15	Keynote (1), Professor Peter Felten, Elon University, USA
10:15 – 10:45	Refreshments
10:55 – 11:25	Session One
11:35 – 12:05	Session Two
12:15 – 12:45	Session Three
12:45 – 13:45	Lunch and Poster viewing
13:45 – 14:45	Keynote (2), Dr Camille Kandiko Howson, Imperial College London
14:45 – 15:15	Refreshments
15:25 – 15:55	Session Four
16:05 – 16:35	Session Five
16:45 – 17:00	Plenary, Professor Charlie Jeffery

Twitter

Please include the conference hashtag in twitter posts: #uoeltconf19

Photography

This event will be photographed and/or recorded for promotional or recruitment materials for the University and University-approved third parties. For further information please contact the organising team in person on the day or by emailing lt.conference@ed.ac.uk

Please note, there is also the possibility of live streaming taking place throughout the day.

Session Overview

Session One

Time	Session	Title	Presenter	Room
10:55 - 11:25	1A	Feedback on feedback. I'll give you your grade when you give me feedback on my feedback!	Higgins and Chmielewski	Pentland East
10:55 - 11:25	1B	Two Sequential Presentations • Teaching through discussion - active learning approaches of the Tissue Repair PhD Programme • Designing for reflective and critical learners	Hoeve Roscoe and Munro	Holyrood
10:55 - 12:05	1C/2C	What is a lecture for? A university panel debate	Scoles et al.	Pentland West
10:55 - 11:25	1D	Two Sequential Presentations • Did you know – the extent and value of technicians' contribution to learning and teaching? University of Edinburgh's signing of the Technician Commitment – the impact for all. • Teaching Observation and Feedback in Medical Education: what is the value?	Gordon and Kelly Forrester and Lee	Salisbury
10:55 - 12:05	1E/2E	Promoting inclusiveness, equality and diversity in the curriculum	Jeffery et al.	Prestonfield
10:55 - 11:25	1F	Two Sequential Presentations • "I was left confused more than anything." • Finding your own voice: stylish academic writing and preparing for graduate employment.	Mann and Thomas Christie and Morris	Duddingston
10:55 - 12:05	1G/2G	Joys, opportunities and challenges of learning and teaching at a global University	Bak et al.	Foyer

Session Two

Time	Session	Title	Presenter	Room
11:35 - 12:05	2A	Arts-enriched evidence for learning and teaching	Loads	Pentland East
11.35 - 12.05	2B	Two Sequential Presentations • Supporting students to articulate the value of postgraduate study • An Introduction to the Insights Programme	Valentine Cochran et al.	Holyrood
11.35 - 12.05	2D	Learning on the go: voluntary work and reflective study	Smith	Salisbury
11.35 - 12.05	2F	"Colourful wishes": the need for research-led practice extends to adjustment schedules	McIntosh and Della Sala	Duddingston

Session Three

Time	Session	Title	Presenter	Room
12.15 - 12.45	3A	Two Sequential Presentations • Wikimedia in the Classroom – how students are making links with learning, and linked data, to help shape the open web. • What's a zine? Reflections on using zines as an assessment	McAndrew Swanton et al.	Pentland East
12.15 - 12.45	3B	Expanding the "teacher function": speculative work on virtual assistants (bots) in digital education	Gallagher et al.	Holyrood
12.15 - 12.45	3C	Two Sequential Presentations • "You're one of us now, you can do this!" Exploring belonging, wellbeing and academic success among students in Psychology and Veterinary Medicine • Effective support and understanding for autistic students	Banas et al. Fletcher-Watson and Jenkins	Pentland West
12.15 - 12.45	3D	Students as Consultants, Academics as Clients: A Pilot Project to Enhance Teaching	Treanor	Salisbury

| 12.15 - 12.45 | 3E | How to measure quality in professional learning: insights from the Measuring Quality in Initial Teacher Education project | Carver and Kennedy | Prestonfield |
| 12.15 - 12.45 | 3F | Vets at Play (learning how to deal with failure) | Paterson et al. | Duddingston |

Session Four

Time	Session	Title	Presenter	Room
15:25-15:55	4A	Two Sequential Presentations • Supporting large student cohorts with timely and personalised feedback • Mighty Moderation	Blaney Stevenson	Pentland East
15:25-15:55	4B	Two Sequential Presentations • An online assessment tool for human marking of extended answer examinations – ExamOnline • Enhancing Information Retrieval from Lecture Recordings	Cavanagh Hopgood and Lawrenson	Prestonfield
15:25-15:55	4C	Evidence for enhancement: making evaluation meaningful	Lent and Loads	Pentland West
15:25-15:55	4D	Experiential Learning for Researcher Development: Working with Diverse Partners in a Doctoral Integrated Study Programme.	O'Donoghue et al.	Salisbury
15:25-16:35	4E/5E	ProgTeach – A community event based around introducing computational and programming concepts in teaching	Slack and Tullo	Holyrood
15:25-16:35	4F/5F	Q-Step data-driven undergraduate placements - challenges and achievements	Kadar-Satat and Marshall	Duddingston
15:25-16:35	4G/5G	Developing inclusivity in the International Foundation Programme: Course design in response to diversity.	Haldane and Davies	Boardroom
15:25-16:35	4H/5H	Building the University Community by Appreciating the More-Than-Human Campus	Boyd and Roe	Foyer

Session Five

Time	Session	Title	Presenter	Room
16:05-16:35	5A	Is Learning and Teaching terminology a barrier to engagement?	Knox et al.	Salisbury
16:05-16:35	5B	Engaging students and engaging the general public: two sides of the same coin?	Bak et al.	Prestonfield
16:05-16:35	5C	Two Sequential Presentations • Students as Change Agents - a challenge-led approach to experiential learning • Coaching for Development: A joint pilot for peer-to-peer coaching in the School of Social and Political Science and the Business School	Donnelly Brown and Doig	Pentland West
16:05-16:35	5D	Two Sequential Presentations • Blended learning in practice – "Psychology in Action" case study. • Examining and Invigilating Distance & Online Courses using QuestionMark Perception and ProctorU	Murzyn Fisher	Pentland East

Posters

1	**Masters students' perceptions of online reading and video learning materials.** **Presenter:** Lesley Gibson, School of Engineering **Co-author** Sam Ellis, Glasgow Caledonian University
2	**The Bayes Centre and Data Science Education Centre of Excellence.** **Presenter:** Teresa Ironside and Neil McGillivray, Bayes Centre
3	**Students' Use of Lecture Recording and Other Digital Resources in Flipped and Non-Flipped Maths and Physics Lectures.** **Presenter:** Anna Wood, School of Education and Ross Galloway, School of Physics and Astronomy **Co-authors:** Judy Hardy, School of Physics and Astronomy, Pamela Docherty, Chris Sangwin and Toby Bailey, School of Mathematics
4	**Growing Staff Student Communities in the Business School: Peer Support.** **Presenter:** Kate Schafferius, Elisa Henderson and Margot Morton, Business School
5	**Updating Simulated Teaching in Sexual Health.** **Presenters:** John Reynolds-Wright, MRC Centre for Reproductive Health Sarah Millar, Helen Pollitt, Kirsten Kernaghan and Imali Fernando, Chalmers Centre for Sexual and Reproductive Health, NHS Lothian
6	**Methods for Improving Fairness and Efficiency in Marking and Feedback.** **Presenter:** Aurora Constantin, School of Informatics **Co-author:** Cristina Adriana Alexandru, School of Informatics
7	**Collecting Innovative Ways of Conducting Evaluation of Teaching and Learning in the University of Edinburgh.** **Presenters:** Cristina Adriana Alexandru, Aurora Constantin, School of Informatics and Areti Manataki, Centre for Medical Informatics
8	**Enhancing engagement and academic community among colleagues at the Centre for Open Learning.** **Presenters:** Kathryn Redpath and Kate McHugh, Centre for Open Learning

9	**Evidencing the value of innovative approaches to teaching and learning for Access/ Widening Participation.** **Presenter:** James Mooney, Centre for Open Learning
10	**CollaboratED: Collaborative Learning in a Shared Studio Environment.** **Presenter:** Denitsa Petrova, ESALA Edinburgh College of Art **Co-author:** Sabina Savadova, ESALA Edinburgh College of Art
11	**Research-led teaching at Edinburgh.** **Presenter:** Natasa Pantic, Institute for Education, Teaching and Leadership
12	**Evaluating an English for Academic Purposes pre-sessional course: how effectively does it prepare students for their Masters programmes?** **Presenters:** Meg Maclean and Cathy Benson, Centre for Open Learning
13	**Using a theoretical framework to reflect on the curriculum and develop a research agenda.** **Presenter:** Derek Jones, Medical School: Medical Education **Co-authors:** Gill Aitken and Tim Fawns, Medical School: Medical Education
14	**Supporting University Social Responsibility through Experiential Learning.** **Presenter:** Matthew Lawson and Rachel Chisholm, Department for Social Responsibility and Sustainability **Co-author:** Peter Evans, Institute for Education, Community & Society
15	**Improving an online diagnostic test via item analysis.** **Presenter:** George Kinnear, School of Mathematics **Co-author:** Richard Gratwick, School of Mathematics
16	**What'd I Miss? A qualitative exploration of student experience, behaviour and engagement with recorded lectures.** **Presenter:** Sarah Chinnery, Royal (Dick) School of Veterinary Studies **Co-authors:** Jill MacKay and Kirsty Hughes, Royal (Dick) School of Veterinary Studies
17	**Teaching Matters: Exploring the potential for multi-authored, University-level blogs to stimulate online and offline dialogue about teaching and learning.** **Presenter:** Jenny Scoles, Neil Lent, Celeste McLaughlin, Institute for Academic Development **Co-author:** Catherine Bovill, Hazel Christie, and Hannah Cornish, Institute for Academic Development

Keynote One

Professor Peter Felten

Professor of History, Assistant Provost for Teaching and Learning, and Executive Director of the Center for Engaged Learning at Elon University, North Carolina, USA.

Relationships matter: moving relationship-rich experiences from the periphery to the centre of teaching and learning

Abstract

Decades of rigorous research document the transformative power of relationship-rich teaching and learning in higher education. However, most students – particularly 'new majority' students - do not routinely experience educationally meaningful relationships with peers and staff. Drawing on nearly three hundred interviews with students and staff at U.S. universities and colleges, this interactive session will explore the primary factors that enable deep relational learning for students in diverse contexts. We will consider how pedagogical practices, institutional programmes, and 'mentoring moments' can make our campuses into places of 'relentless welcome' and deep learning for all of our students.

Biography

Peter Felten is a professor of history, assistant provost for teaching and learning, and executive director of the Center for Engaged Learning at Elon University. His books include the co-authored volumes:

- **The Undergraduate Experience: Focusing Institutions on What Matters Most** (Jossey-Bass, 2016)
- **Transforming Students: Fulfilling the Promise of Higher Education** (Johns Hopkins University Press, 2014)
- **Engaging Students as Partners in Learning and Teaching** (Jossey-Bass, 2014)
- **Transformative Conversations** (Jossey-Bass, 2013), and the co-edited book
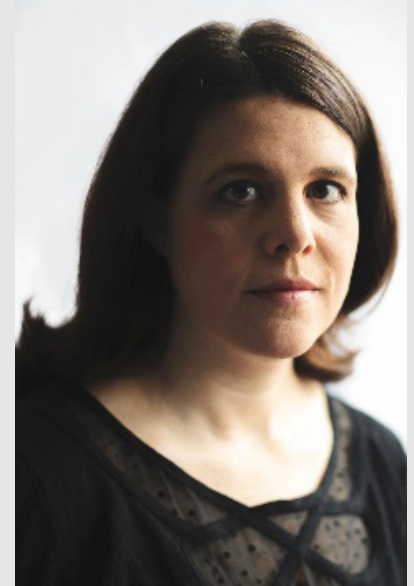- **Intersectionality in Action** (Stylus, 2016).

He has served as president of the I**nternational Society for the Scholarship of Teaching and Learning (2016-17)** and also of the P**OD Network (2010-2011)**, the **U.S. professional society for educational developers**. He is co-editor of the **International Journal for Academic Development** and a fellow of the **John N. Gardner Institute for Excellence in Undergraduate Education**.

Keynote Two

Dr Camille Kandiko Howson

Associate Professor of Education, Imperial College London

The value and values of learning gain data: Evidence, ethics and enhancement

Abstract

Learning Gain – the attempt to measure the different ways in which students benefit from their learning experience – is developing around the world as evidence of quality in higher education. A focus on student outcomes is part of concerns about value for money for government and students. Learning gain offers a lens to consider what is the purpose of higher education, across institutions and subject areas—what are graduate-level knowledge, skills and attributes?

New approaches to quantifying learning gain and developing new metrics were trialled through 13 Office for Students (OfS)-funded pilot projects across England. Drawing on these and related initiatives in the US, Germany and Australia, this keynote will explore the different uses of learning gain, the nature of the evidence used and the various metrics developed which include behavioural, cognitive and affective approaches as well as employability and other outcome measures.

How can these measures be used for enhancing the student learning experience within institutions? How does this differ across disciplines? Does this signal a shift from a sector-wide interest in teaching to more emphasis on learning? What are the ethical issues of how the student voice is used in enhancement and evaluation? These questions will be debated and policy implications discussed. Practice implications will be explored, including the use of metrics to enhance students' learning experiences, drive curriculum and pedagogical change and support teaching and learning.

Biography

Dr Camille B. Kandiko Howson is based at Imperial College London. Her research focuses on international and comparative higher education, with areas of interest in the student experience, student engagement and learning gain.

Session One

1A Feedback on feedback. I'll give you your grade when you give me feedback on my feedback!	Paper Presentation (30 Minutes)

Presenters: Peter Higgins, Moray House School of Education & Sport and Robert Chmielewski, Information Services

This presentation reports on a study of an extended feedback loop process. The approach originated when the lecturer/lead author realised that many students don't really pay detailed attention to feedback. Their interest in the mark was, however, acute! So the process was devised to actively engage students in the feedback process, and to take responsibility for learning from it. The grade is now provided separately and after the feedback process has run its course.

1. students submit an assignment plan and then receive guidance prior to submission

2. students submit a self-assessment of their assignment (using the MSc common marking scheme) at the same time as their assignment. They do this using Pebble Pad and are asked not to grade the work.

3. the marker assesses the work and provides detailed in-text feedback and summative feedback (<5000 characters), but does not look at the student's own self-assessment. No grade is given at this stage.

4. the students are then invited to a group study skills session where the marker provides an overview of the cohort's performance in the assignment and general guidance on future submissions

5. the students are then asked to reflect on this session, compare their self-assessment with the marker's, provide an analysis of any differences, and state three areas they will focus on to improve future work.

6. the marker then reviews all aspects of the student's self-assessment and comments, provides further comment and releases the mark.

This approach has now been followed for about nine years, and feedback on the whole process has been gathered from successive cohorts. It has now been developed further with the help of a Learning Technologist to allow an efficient on-line process.

Student feedback has been very positive indeed, and many report that it has positive benefits for subsequent assignments that do not use this process.

This paper reports on the process, and the student evaluations.

This link provides an explanation of the process for the students, and also summarises some aspects of feedback.

🌐 tiny.cc/fof2019

1B Two Sequential Presentations	
1B:1 Teaching through discussion - active learning approaches of the Tissue Repair PhD Programme	Showcase tools and technology (10 minutes)

Presenter: Marieke Hoeve, Centre for Regenerative Medicine

Co-authors: Catherina G Becker, Centre for Discovery Brain Sciences and Stuart J Forbes Centre for Regenerative Medicine

Since 2016 CMVM is hosting the Wellcome Trust Four-year PhD Programmes in Tissue Repair, one of three Wellcome Trust Four-year PhD Programmes in Science currently run at the University.

Students who join the Tissue Repair PhD programme come from diverse cultural and educational backgrounds and disciplines. In support of this diversity the programme encourages the creation of strong inter- and cross-cohort connections through various approaches throughout the curriculum. An approach that has proven particularly successful is weekly manuscript discussion groups organised for each new cohort during their first half year on the programme. Through discussion groups, led by programme affiliated Principal Investigators, students are exposed to labs across the programme-affiliated research centres. During the discussion groups' students learn about a range of research topics through working together on manuscript review (pre- or post-publication) and presentations.

Tissue Repair programme manager Dr Marieke Hoeve will give examples of discussion group formats, including review of unpublished reprints via BioRxiv, and will highlight how the discussion groups enhance the educational experience of Tissue Repair PhD students.

1B:2 Designing for reflective and critical learners	Did you know talk (10 minutes)

Presenters: Lucy Roscoe and Isla Munro, Edinburgh College of Art

We will deliver an interactive "Did you know?" talk where participants will learn to make a zine, whilst considering ideas and strategies for helping students recognise the value in linking their elective courses with their core programme learning and promoting studio teaching practices. Participants will definitely leave with some practical skills, and some shared ideas around teaching.

In particular we will consider the following: how do we support the students in creating the links between electives taken outwith the School of Design and their core subject essential for creating reflective practitioners/learners? Who facilitates this? Where does this happen?

1C What is a lecture for? A University panel debate	A University panel debate (1 hour)

Presenters: Jenny Scoles, Institute for Academic Development, Jill MacKay Royal (Dick) School of Veterinary Studies and Lorraine Spalding, LTW Directors Office

Often considered a mainstay of the higher education experience, lectures are widely considered to be an efficient method of teaching in terms of resource and cost, with one expert delivering knowledge to multiple non-experts. However, lectures have been widely shown to be an ineffective method of developing deep learning approaches and practicing skills (e.g. Gibbs, 1981). They also appear to reduce student engagement. This has resulted in a push away from didactic forms of teaching in favour of alternative teaching methods and practices, such as small group work and peer assisted learning. Yet at the same time, continued pressures on staff time and resources, and the implementation of technologies such as lecture recording systems, are perceived to put the emphasis back on to fixed and didactic style of lectures.

Recent PTAS- funded research carried out at the University of Edinburgh to evaluate the rollout of lecture recording provision has surfaced the important question: if we are foregrounding lectures as being important enough to record, what then should lectures be for? (MacKay, 2018). In this panel debate, the Teaching Matters blog will host a discussion that explores, and helps us better answer, this pedagogical question. The panel will feature academic staff, professional service members, and students, but it will also need input from you, the audience. **The debate will be recorded and edited as a podcast episode as part of the new Teaching Matters podcast series.**

REFERENCES

MacKay, J. (2018). The Value of Lecture Recording at the University of Edinburgh, Interim Evaluation Report. University of Edinburgh.

Gibbs, G. (1981). Twenty Terrible Reasons for Lecturing. in SCED Occasional Paper No. 8. doi:10.1016/B978-0-12-800959-8.00021-3.

1D Two Sequential Presentations

1D: 1 Did you know – the extent and value of technicians' contribution to learning and teaching? University of Edinburgh's signing of the Technician Commitment – the impact for all.	Did you know talk (10 minutes)

Presenters: Valerie Gordon and Jon Kelly, Moray House School of Education & Sport

The University of Edinburgh signed the Technician Commitment in September 2017 in public recognition that our 1000 technicians are valued as highly trained, experienced staff with diverse skills. Technicians ensure smooth running of departments and are critical to our research output. Technicians are also key contributors to learning and teaching and are invaluable to the rich student experience at our University.

The University of Edinburgh appreciates our level of success could not be achieved without the input of our dedicated technical staff. However, it is also acknowledged that our technicians currently lack the visibility, recognition and career opportunities they deserve. Nor is there robust succession planning in place to ensure sustainability of vital technical services.

The Technician Commitment aims to address these issues with the 75 University and research institution signatories having pledged action in 4 key areas:

Visibility – ensuring all technicians within the organisation are identifiable and the contribution of technicians is visible within and beyond the institution.

Recognition – supporting technicians gaining recognition through Professional Registration.

Career development – enabling career progression opportunities for technicians through provision of clear, documented career pathways.

Sustainability – ensuring future sustainability of technical skills across the organisation and that technical expertise is fully utilised.

0ur Principal demonstrably supports the Technician Commitment, meeting the Technicians Support Steering Group, contributing to a Science Council video and on 5th December at McEwan Hall with over 300 technicians, taking part in a question and answer session and pledging further support.

A 2-year Technician Commitment action plan has been submitted to the Science Council. There is investment in bringing about cultural change for University of Edinburgh technical staff.

University-wide understanding and recognition of the role played by technicians in learning and teaching is a key element of our strategy.

1D: 2 Teaching Observation and Feedback in Medical Education: what is the value?	Did you know talk (10 minutes)

Presenters: Maia Forrester and Ian Lee, Medical School

Co-authors: Debbie Aitken, Lorna Jackson and Fiona Crichton, Medical School

Background

The Clinical Educator Programme (CEP) is a staff development programme, based in Edinburgh Medical School (EMS). It is open to anyone involved in the education of EMS undergraduates and postgraduate medical trainees across South East Scotland: participants include EMS academics in any discipline and NHS employees in any specialty. The CEP team comprises the programme director, tutors and administrators, and 'CEP faculty' members.

Individual 'Teaching Observation and Feedback' (TOF) sessions are a core component of the CEP. CEP tutors and faculty observe CEP participants who, themselves, are teaching their usual group of learners. The evidence base for TOFs in staff development is limited, but suggests that they are most helpful when conducted in a positive climate that supports reflection. The CEP team wished to understand how CEP participants perceived their TOFs.

What we did

An anonymous online survey was created to elicit CEP participants' experiences of their TOF session. All participants were encouraged to complete it. Between January 2016 and February 2019, 285 people had done so, (52% of the cohort). Of these, the majority (99%) felt their TOF session was helpful. Free text responses suggested that it was perceived as a useful, positive, developmental experience which enhanced their enjoyment of their educational roles.

What we think

The results of this study suggest that TOFs are well received and that they provide a supportive 'space' within which medical educators are guided to reflect upon their practice. TOFs seem to have the potential to enhance staff engagement in education and affirm educator identity in clinicians and academics. They may also promote a 'community of practice' in medical education, due to the personal quality of observer-teacher relationships and the networks formed through CEP faculty. The CEP team believe that TOFs are a very valuable component of the programme.

1E: Promoting inclusiveness, equality and diversity in the curriculum	Panel Discussion (1 hour)

The Panel: Professor Charlie Jeffery, Senior Vice-Principal, Jeni Harden, School of Molecular, Genetic and Population Health Sciences, CMVM, Nasar Meer, SPS, Megan Brown, Edinburgh University Students' Association

Co-authors: Brian Connolly, Academic Services

There is increasing interest among students and staff in exploring how students experience the curriculum and how it can represent a diverse range of perspectives. For example, the curriculum can sometime appear skewed toward thinkers and researchers with particular characteristics (e.g. white, male, Western, from privileged socio-economic backgrounds).

Should we encourage students to reflect on the dynamics that have led to this, and make more effort to expose our students to a broader range of perspectives from thinkers with a range of different cultures, backgrounds and identities? Is our curriculum relevant and engaging to the University's increasingly diverse student community?

Following increasing conversations from the EUSA Liberation Campaigns and other student groups, the Senate Learning and Teaching Committee set up a task group to consider these issues. Over the course of 2018-19, the task group - convened by Vice Principal Prof Jane Norman – worked with staff and students to map all the projects already underway within the University and to consider how action at a strategic level can build on this energy and enthusiasm. Areas for potential exploration include the role of institutional leadership, academic staff development, pilots, and institutional support for curriculum development.

The Panel Discussion will:

- set out the key outcomes of the task group (e.g. guiding principles and recommendations for institutional action over the next few years); and

- provide a forum for discussing the issues and challenges associated with this agenda, and for considering the ways in which staff and students can take it forward.

1F Two Sequential Presentations	
1F:1 "I was left confused more than anything"	Did you know talk (10 minutes)

Presenters: Jenna Mann, Institute for Academic Development and Alison Thomas, English Language Education

Most students struggle with their academic writing at some point in their time with us. For most PGT students, this is particularly stressful and challenging as they are often studying with us for the first time, learning at SCQF level 11 for the first time, being taught in English for the first time, and in a very short

and intense period. In a collaborative Principal's Teaching Award Scheme (PTAS) project between the Institute for Academic Development and English Language Education, we sought to capture the PGT student experience of finding and accessing academic writing support during their studies. With the help of the Student Surveys Unit, we surveyed a third of the total PGT cohort, across the University. We had an overwhelming response from students, which highlighted the key challenges they faced when trying to find support with their academic writing. In this talk we will share the students' experience of finding support and how this rich data has informed our thinking for the next phase of our research.

1F:2 Finding your own voice: stylish academic writing and preparing for graduate employment	Did you know talk (10 minutes)

Presenters: Hazel Christie, Institute for Academic Development and Nina Morris, School of Geosciences

Stylish academic writing: preparing our graduates for their future professional selves.

Academic writing is something that we take very seriously here at the University. Students are encouraged to learn the art and craft of writing in a scholarly and critical fashion, using conventions that are appropriate to their disciplinary context. But, do these forms of writing prepare our students for the kinds of writing they might be expected to do once they enter the graduate labour market? Or are we setting them up to write in a very limited and constricted way?

The Principal's Teaching Award Scheme (PTAS) research we have undertaken seeks to address the kinds of writing that students undertake when they are assessed in unconventional ways. Our focus is on the use of assessed blogs as a form of assessment. Does blogging encourage students to write in a different way that is perhaps more accessible and inclusive and where they learn skills in how to convey complex arguments in concise and more meaningful ways? Does blogging encourage them to think about their audience as well as to experiment with seeing writing as a form of public engagement? Does it encourage students to be more creative in their writing, seeing it as an opportunity to develop stylish prose that is altogether more creative then the kinds of writing they do in more conventional assessments?

Did blogging, in short, prepare our students for their future professional selves where they might be expected to write in a range of different ways and for a variety of audiences? Drawing on evidence from four case studies when blogging was used as a form of assessment we interrogate what the students had to say about the power of this kind of writing to prepare them for their next steps into the graduate labour market.

1G Joys, opportunities and challenges of learning and teaching at a global University	Walkshop (1 Hour)

Presenters: Thomas H Bak, Brittany Blankinship, Alice J Shan, School of Philosophy, Psychology and Language Sciences and Albert M'Kony, School of Social and Political Science

Co-authors: Gyulten Hysein, School of Philosophy, Psychology and Language Science

Being a "truly global University" is an essential feature of the University of Edinburgh. Our students and staff are international; our reputation, research and the impact of our work extend all over the world. We are well known for our Chinese, Middle Eastern and African studies, to name just a few, but have also strong links to the rest of Europe, the Nordic countries and North America.

But do we make the best out of these opportunities? Are our students coming from abroad prepared for possible differences they will encounter in the way they are taught and examined here, compared to their own countries? Is our staff prepared and confident to teach and supervise students coming from countries with different languages, cultures and traditions? Could a better understanding of different languages, countries and their academic cultures help to improve teaching and supervision? The complexity of teaching international students is recognised in the literature (Carroll & Ryan 2007), but how do we approach it in every-day life at our University?

Our walkshop aims to address these questions, bringing together perspectives of students and staff members. Our questions will include different languages and writing styles, the delivery of lectures, assessment and grading, interaction between students and staff members, and other issues that might come up during the walkshop.

The walkshop will be conducted jointly by (a) a senior staff member with experience in teaching international students and organising teaching courses across different continents, from South America, through Africa to South, Central and East Asia (THB), (b) former Berkeley University undergraduate who went on to do an MSc and now a PhD at Edinburgh (BB) and (c) an early career researcher from African Studies with experience as RA on a Principal's Teaching Award Scheme (PTAS) grant (AM). We will also seek to include a student/staff member with links to China.

REFERENCE

Carroll J & Ryan J (eds) (2007) Teaching International Students. Oxford: Routledge.

Session Two

2A Arts-enriched evidence for learning and teaching	Paper presentation (30 Minutes)

Presenter: Daphne Loads, Institute for Academic Development

Evidence and poetry

"When 'evidence' is reduced to a mean effect size, the individual person or event is shut out, complexity is lost and values are erased."(Wrigley, 2018:1)

We need evidence to help us make good professional judgements about our teaching. However sometimes the evidence we rely on seems rather impoverished. A concern with evidencing definitively "what works" can distract us from questions about the right thing to do (Biesta, 2007). An over-reliance on randomised control trials and statistical synthesis can leave us with nothing more than mathematical abstractions that 'neglect the contribution of the practitioner's accumulated experience, a sense of the students' needs and wishes, and an understanding of social and cultural context'. (Wrigley, 2018:1).

In this paper I advocate restoring richness to our shared treasure-house of evidence about teaching and learning by the integration of some of the practices and sensibilities associated with the arts. There is a strong and growing tradition of arts-based research in education, including Higher Education (see, for example Barone and Eisner, 2012; Leavy, 2015; Butler-Kisber, 2017). One thriving area of work is poetic inquiry, in which researchers use poetry to help them reflect on research questions, interpret data and represent findings. They may present found poems, created from the words of research participants or generated poems which they have written themselves. A number of researchers, including Glesne (1997), Jones (2010) and Prendergast (2006), have turned to poetry in order to "...retain the voices of their participants, communicate more evocatively and accessibly...counteract the hegemony inherent in more traditional texts, ... evoke emotional responses that bring the readers closer to the work, and ... permit silenced voices/stories to be heard" (Butler-Kisber, 2017).

In my own practice, I encourage colleagues to engage deeply with poetic readings as a way of bringing back individuality, complexity and values into their evidencing of learning and teaching.

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2B Two Sequential Presentations	
2B:1 Supporting students to articulate the value of postgraduate study	Did you know talk (10 minutes)

Presenter: Rebecca Valentine, Careers Service

Rebecca Valentine will present on how she has collaborated with academics in the School of Philosophy, Psychology and Languages Sciences (PPLS) to develop and deliver bespoke interactive workshops for both PGT and PGR students with the aim of supporting them to reflect on and recognise the value of their postgraduate study.

In a competitive job market where the majority of Masters graduates are competing with undergraduates for the same jobs, taught Masters students need to consider the added value of their postgraduate degree beyond the technical and subject knowledge and how this applies to a wide range of roles in the labour market. Rebecca will present on how she has worked with PGT programme directors to deliver sessions for PGT students which have enabled students to recognise the wider skills developed during their Masters degree.

Following successful workshops at PGT level Rebecca was approached by the School to develop similar sessions for PGR students considering careers outside of academia to support them to recognise the value of their PGR experience and how this applies to roles outside academia and in industry.

Sessions have received positive feedback from students and helped to foster a sense of community among students in the School with students across different subject areas and levels of study have been able to share and contrast their experiences. Informal discussions and anecdotal feedback from staff in other Schools indicate there is an appetite and need for these sessions on other contexts so Rebecca will also discuss the potential for running similar sessions in other Academic Schools.

2B:2 An introduction to the Insights Programme	Did you know talk (10 minutes)

Presenters: Catherine Jane Cochran, Development & Alumni, Neil Speirs, Widening Participation and Elizabeth Mortimer, Careers Service

Co-author: Thomas Ozers, Edinburgh Global

The University's Insights programme is a new initiative that offers undergraduate students from widening participation backgrounds the opportunity to connect with alumni across the world for supported local and international work-based learning experiences. The programme aims to inspire, grow confidence, build social capital and strengthen employability by providing short periods of career, workplace and cultural exploration. To remove barriers to participation, the students selected to take part receive full funding.

There are two key strands to the initiative - an international strand which provides a week of insight experience for small groups of students visiting alumni in global business locations and a local strand which offers small groups of students short placements in key sectors in Scotland. This approach enables students to build connections with alumni working in organisations they may not be able to access through their own networks.

The programme is a partnership project between four of the University's professional services units - the Careers Service, Widening Participation, Edinburgh Global and Development & Alumni - and this presentation will address the thinking behind the programme's development, in line with global engagement priorities. It will explore the impact of the pilot in June 2018, which saw 60 alumni volunteers and 46 students take part, as well as the expansion of the programme in 2019.

Student learning outcomes will be examined as well as the central role of alumni relations, which enabled a cohort of alumni volunteers to engage with the University community by playing an active role in supporting the futures of Edinburgh students. The presentation will also consider the work underway to evolve the programme, based on key learnings to date.

www.ed.ac.uk/careers/looking-for-work/internships/employed/insights-programme

| **2D Learning on the go: voluntary work and reflective study** | Paper Presentation (30 Minutes) |

Presenter: Marion Smith, Health in Social Science

Learning from the Lives of Others is a small 20-credit level 8 course which requires the students to maintain a weekly commitment as a volunteer at a partner charity, and to integrate reflective learning from their experiences as part of assessment. The course has attracted students from across the University since it began in 2014/15. It offers an early taste of learning outside the lecture room and the library in different social spaces, and an explicit focus on transferable skills and making connections between the more theoretical or conceptual content of lectures, and life experiences, challenges, and situations occurring in our local communities. It also offers a way for students new to Edinburgh to explore their environment and build different kinds of valuable relationships while out and about in the city.

This paper examines the promises of the 'service learning' approach that this course adopts, and what is involved in creating and running it from different perspectives. At the heart of the paper are student and charity viewpoints, alongside the practical challenges of sustaining and facilitating such an approach to teaching and learning, including assessment, access for students with disabilities, ambassadorial considerations, and scaling up. Is this kind of course destined to remain a small, 'niche' enterprise, highly dependent upon the commitment and personal credibility of individual members of staff? Or is there any realistic prospect of mainstreaming such experiences for many more students?

Ultimately, the paper contributes to current discussion and evaluation of experiential learning, and University contribution to local communities.

| **2F "Colourful wishes": the need for research-led practice extends to adjustment schedules** | Paper Presentation (30 Minutes) |

Presenters: Robert D McIntosh, Philosophy and Sergio Della Sala, Psychology & Language Sciences

Co-author: Stuart J Ritchie, King's College London

Should support for learning be evidence-based? We present a research project, funded by the Moray Endowment Fund and conducted over two years, to evaluate a controversial intervention that formed part of a "dyslexia-friendly schools" initiative in Inverclyde. Working with practitioners delivering the initiative, we assessed the efficacy of coloured filters to treat reading difficulties in children. In a double-blinded randomised controlled trial, we found no evidence that the intervention had any beneficial effect on reading, far less the large effect that would be required to justify the resource implications. Whatever benefit individuals report may be largely or wholly a placebo effect. Our research led directly to a cessation of this practice in Inverclyde, and within a wider literature has stimulated changes in educational policy in other parts of the world. Nonetheless, at our University and elsewhere, coloured paper and exam scripts are routinely made available to students as part of adjustment schedules to compensate for reading difficulties. Such discrepancies between evidence and practice are potentially wasteful, but more importantly they send a misleading message about the Institutional value that we place on evidence-based reasoning. The prioritisation of research-led teaching, and the encouragement of critical, evidence-based thinking, should extend to all of the practices that surround and support teaching and learning.

Session Three

3A Two Sequential Presentations	
3A:1 Wikimedia in the Classroom – how students are making links with learning, and linked data, to help shape the open web.	Did you know talk (10 minutes)
Presenter: Ewan McAndrew, Learning, Teaching and Web Services Division	

"As a student it's a really good opportunity. It's a really motivating thing to be able to do; to relay the knowledge you've learnt…. which hasn't really been relevant outside of lectures and exams, but to see how it's relevant to the real world and to see how you can contribute" –Reproductive Biology student at the University of Edinburgh.

Since 2016, the University of Edinburgh's Wikimedian has worked with course leaders in over ten course programmes to create opportunities for students to become more conversant with important discussions about how knowledge is created, curated and contested online. Through these opportunities, students develop new digital research and data skills as active participants in their learning, recognised as a key component of graduate employability "to support and drive research and innovation throughout the economy" (HEPI report, Feb 2017).

Showcasing stories of student engagement and co-creation, this presentation will provide exemplars of how students have been intrinsically motivated through becoming 'knowledge activists'; connecting their learning with the world and contributing their scholarship for the common good as a demonstrable output of their studies. This presentation will also share KPIs, metrics and findings from research papers on 'the Edinburgh editathon' to make the case why working with the free and open Wikimedia projects is a worthwhile return of investment for universities.

This presentation will look to the future and how the University can, based on current teaching practice, support Data Education For All through schools and universities engaging with the opportunities Wikipedia's sister project, Wikidata, affords the teaching of data science. Surfacing real-world datasets like the Survey of Scottish Witchcraft database to Wikidata and the Linked Data Cloud is both "meaningful" for students and enables further insights as a continuation of that research and the academic community, fulfilling the promise of the open web.

3A:2 What's a zine? Reflections on using zines as an assessment	Showcase tools and technology (10 minutes)

Presenters: Dan Swanton, Megan Bishop, School of Geosciences

Co-authors: Megan Bishop, Eliza Bonsall, Tricia Ma, Joe Markey, Chloe Austin, Teresita Chubretovic Arnaiz, Lizzy Batchelor and Melanie Barrin, School of Geosciences

In this presentation we reflect on the introduction of zines as an innovative method of assessing students in Encountering Cities (a course in Geography taken by honours and taught postgraduate students). The presentation is a collaboration between the course organiser and a number of the students who completed this course, and as such it also emphasises student experiences of making zines and how the assessment engaged them in their learning.

Zines

Zines are self-published magazines that provide a medium for people to express themselves freely and creatively. Zines can be about anything, but a common feature is that they provide a space for marginalised voices and for alternative perspectives to be aired and circulated. As such they have become an important means of communication for community groups, political activists, film collectives, punks, and feminists.

Zine assessment

Zines are a particularly appropriate form of assessment for Encountering Cities and align well with the learning outcomes on the course. The zine built on group fieldwork and a group mapping exercise and was designed to allow students to reflect on using ideas from the course to make sense of an everyday space in Edinburgh. The zine provided opportunities for the students to develop a distinctive voice and gain new skills in visual and written communication; to think critically and apply their understanding of key concepts; and to reflect on the ethics of doing research and the production of knowledge.

Our presentation outlines the practicalities of introducing an unusual and unfamiliar form of assessment. It focuses on how the students were supported to build their confidence in the assessment. More importantly, it reflects on the students' experiences of doing the assessment. We focus on how the zine helped to build a sense of community in the course; how it promoted collaborative working and provided a means for sharing knowledge beyond class; how it offered an accessible assessment that made space for creativity; and how it encouraged deep learning.

3B Expanding the "teacher function": speculative work on virtual assistants (bots) in digital education	Paper Presentation (30 Minutes)

Presenters: Michael Gallagher, Moray House School of Education & Sport, Myles Blaney, Digital Learning Application and Media and Marcello Crolla, Education Design and Engagement

As the University of Edinburgh expands further into online education in a range of new programmes and designs, we are consistently revisiting our teaching and learning strategies in light of the evidence being generated in their execution as well as what the research suggests is appropriate innovation. One such potential innovation is the reimagining of the "teacher function" (Bayne 2015) online, or how we might augment current instructional capacity through prudent, ethical, and research-driven experimentation with technology. One method is largely through the speculative employ of virtual assistants, aka bots, for use to support teachers. Responsive issues can be dealt with in part by high quality support bots that can provide at the point of need feedback to the teacher, support, provocations for further learning or link-ups to human support. This session will explore this through the pilot programme for a formal partnership with edX to provide online Masters programmes, as well as a discussion on the applicability of virtual assistants to teaching and learning at the University of Edinburgh overall.

The workshop will consist of a brief presentation followed by the opportunity for attendees to discuss if and how they see virtual assistants being utilised within their own teaching and the impact on the students learning experience concluding with the opportunity to design, name and present your virtual assistant (bot) to the audience for wider discussion.

3C Two Sequential Presentations

3C:1 "You're one of us now, you can do this!" Exploring belonging, wellbeing and academic success among students in Psychology and Veterinary Medicine.	Did you know talk (10 minutes)

Presenter: Kasia Banas, School of Philosophy, Psychology & Language Sciences

Co-Authors: Jessie Paterson, Royal (Dick) School of Veterinary Studies, Ewan Bottomley, School of Philosophy, Psychology & Language Sciences, Sarah Bentley, School of Psychology and Katharine Greenaway, School of Psychological Sciences, University of Melbourne

Recent research has suggested that students who identify with their field of study and academic community tend to learn better (Smyth et al., 2015). Specifically, identification with one's discipline is related to the adoption of a deeper learning approach, indicating a desire to immerse oneself in learning (Biggs, 1999; Smyth et al., 2015). This study examines the ways in which student identification influences not only learning approaches, but also psychological outcomes within a University context. In a sample of The University of Edinburgh 1st year undergraduate students in Psychology (n=185) and Veterinary Medicine (n=61), we investigated whether identification with either Edinburgh University or their subject area was associated with the adoption of specific learning approaches and more positive psychological outcomes. Our results revealed that identification with the University was significantly associated with the adoption of a deep learning approach, lower levels of burn-out and less depression. On the other hand, identification with the subject area was negatively correlated with a surface learning approach (attempting to complete the workload with minimum effort). Therefore, the current study suggests that higher levels of University and departmental identification may be beneficial for the adoption of deep learning approaches and psychological well-being. These findings are part of the wider debate about the importance of student communities, the ways to develop them, and the beneficial effects they may have.

3C:2 Effective support and understanding for autistic students	Did you know talk (10 minutes)

Presenters: Sue Fletcher-Watson, Natalie Jenkins, Centre for Clinical Brain Sciences

Co-Author: Alyson MacDonald, Service Excellence Programme

There are 150 students at University of Edinburgh who have disclosed an autism diagnosis, though with a prevalence rate of 1 in 100 and rising, the true number is likely to be more than double that figure. As a result, most teaching staff will encounter at least one autistic student each year. The experience of autistic students at the University is likely to be complicated by factors, well-established in the literature, such as under-diagnosis of autism in women, very high rates of mental health problems amongst autistic people, and a tendency to 'mask' autistic behaviours – especially for autistic people with high IQs. Of all sub-groups of disabled graduates, autistic students are the least likely to be in work or further study six months after graduation. Although the UoE Student Disability Service offers autism awareness training, this has reached only a tiny proportion of the University's staff, meaning that the job of educating staff often falls to individual autistic students - and we know anecdotally that many autistic people struggle to identify what adjustments would be helpful. In any case, the Student Disability Service (2016) reported that only 48% of students had all their agreed adjustments implemented in all of their courses. This joint presentation, from an autistic member of staff and an autism researcher, will combine relevant evidence from research with personal experience and insights to make effective recommendations for best practice. The presenters will draw on their own mentor / mentee relationship and give examples of innovative working from within and beyond The University of Edinburgh, exploring challenges and providing solutions. Our goal is to increase understanding, leading to more effective learning and teaching for autistic students. However, we will also show how some simple measures can have widespread benefits for the entire student body.

3D Students as Consultants, Academics as Clients: A Pilot Project to Enhance Teaching	Paper Presentation (30 Minutes)

Presenter: Nick Treanor, School of Philosophy, Psychology & Language Sciences

In this paper I will present the results of a pilot programme in PPLS wherein students are hired and trained as consultants on teaching and offer their services to individual members of academic staff. The project is adapted from a successful programme in the United States, but is new to The University of Edinburgh (as far as I know!). The main goal of the project is to give academic staff meaningful and detailed feedback on their teaching from a student perspective. In the project academic staff are conceived of as clients, and the feedback from the student consultant is confidential and intended only as a developmental aid for that member of academic staff. The pilot study will involve the student consultants offering a variety of different services to their academic staff clients. For example, the student consultant can (i) simply provide an accurate record of what happened in the classroom (were students paying attention, when did they drift off, what parts of the lecture seemed to engage students most, etc.), (ii) act as a faux student, taking notes throughout the lecture and returning them to the academic staff member, to give a sense of what came across to students in the room, (iii) lead a brief 10 or 15 minute discussion with students, with the academic staff member out of the room, as an enriched form of mid-course feedback; here it would be clear to students that the academic staff member had engaged the student consultant for this purpose, to enhance his/her teaching; (iv) provide a bespoke service tailored to the academic staff member's particular interests; in this case the student consultant would meet ahead of time with the member of academic staff and they would discuss the arrangement, e.g., perhaps there are specific things the consultant should watch for in the class, or the consultant is asked to provide feedback and perspective on PowerPoint slide design. The project is due to run in PPLS in Semester 2, with a small team of trained student consultants, and the paper would present the results of that pilot study and include reflection on the programme. The overall aim is to deepen student/academic staff engagement and give students a meaningful voice in the enhancement of teaching in a way that makes clear the partnership is for mutual benefit.

3E How to measure quality in professional learning: insights from the Measuring Quality in Initial Teacher Education project	Paper Presentation (30 Minutes)

Presenters: Mark Carver and Aileen Kennedy, Moray House School of Education & Sport

Co-author: Paul Adams, University of Strathclyde

What does it mean to measure quality in professional programmes? Stobart (2008) argues that making any outcome a measure will inevitably mean that it ceases to be a good measure, while much of what we care about in any profession is often tacit in nature and difficult to quantify or even define. This workshop discusses how various outcomes might be measured and the tools we might use to do so.

Now into the second of its six years of Scottish Government funded research, the Measuring Quality in Initial Teacher Education project has completed large-scale surveys of newly qualified teachers, teacher mentors in schools, and teacher educators in universities, as well as focus groups and smaller-scale surveys tracking teachers throughout their early careers. This workshop aims to pull together all the various threads emerging from the various datasets and international comparisons as we seek to re-engage with the core questions of what quality means in Initial Teacher Education, what outcomes we want to track, and what measures matter. We will discuss tensions across different quantitative and qualitative measures, including proxies such as pupil performance and lesson observation data.

Participants may be interested in some of the methodological nuances – such as differences in responses to question phrasings of whether teachers feel "prepared", "confident", or "competent" – as well as interpretation challenges such as invariance analysis for international comparisons or balancing quantitative and qualitative data. We will also consider how the combination of data drives the design of future years of the study, including giving participants the opportunity to critique the latest version of the graduating teachers' survey administered to around 4000 newly-qualifying teachers each year and suggest new questions or topics of interest going forward.

3F Vets at Play (learning how to deal with failure)	Paper Presentation (30 Minutes)

Presenters: Jessie Paterson, Jill MacKay and Katie Stein, Royal (Dick) School of Veterinary Studies

Co-authors: Alex Corbishley, Susan Rhind, Royal (Dick) School of Veterinary Studies and Hamish MacLeod, Moray House School of Education & Sport

Zombieitis is threatening the town of Roslin. The one remaining "safe" town in Scotland is under threat. This was the scenario faced by first year students as part of class within the Professional & Clinical Skills course at the R(D)SVS in a three hour workshop. Using a zombie apocalypse game based on the 'Kobayashi Maru' approach we trialled the use of "play" as a novel teaching method to allow students to explore "failure" in a safe environment. In groups of around 30 students, facilitated by three peer-students from 4th year, each group set out to win the game – each individual having a personal goal within the over-riding aim of saving Roslin – what will happen?! The class ended with a one-hour debrief session, including short videos from Clinicians describing their failures.

This presentation will describe the class in action and the results of the various follow up evaluations.

Session Four

4A Two Sequential Presentations	
4A:1 Supporting large student cohorts with timely and personalised feedback	Showcase tools and technology (10 minutes)
Presenter: Myles Blaney, Digital Learning Application and Media **Co-author:** Anne-Marie Scott, Digital Learning Applications and Media and Yi-Shan Tsai, School of Informatics	
This workshop will introduce the OnTask learning analytics tool, and provide participants with an opportunity to get hands-on and learn how detailed, personalized, actionable feedback can be provided to large cohorts of students. Providing students with timely coaching feedback on their progress throughout a course can help students progressively adjust their learning and study strategies, feel supported by their teachers, and remain motivated. Beyond very small groups of students this is difficult to achieve however. OnTask is a software tool that combines data about students' activities during the course of their studies with personalized, targeted feedback designed by teachers. The data used is tailored to the specific pedagogical design of the course, and short "snippets" of feedback text written by teachers are associated with simple rules based on this data. This is used to generate personalised emails to students with timely, actionable feedback relevant to them. We are using OnTask within large-scale MicroMasters courses but believe it could also be very useful to large undergraduate courses, particularly in first year foundation courses, where all students need to reach common baselines of knowledge and competency. Examples of the kinds of feedback that OnTask could support include directing students to additional readings, suggesting remedial learning content to support areas of challenge, highlighting effective study techniques for tasks in the course, and signposting to further sources of support etc. Students receive the suggestions relevant to them based on their actions and progress within the course. This is non-creepy, open and transparent learning analytics with not a dashboard or predictive algorithm in sight!	

4A:2 Mighty Moderation	Did you Know Talk (10 minutes)
Presenter: Elizabeth Stevenson, Edinburgh Medical School	
A story of 'necessity being the mother of invention' when time is short but there is a responsibility to ensure robust and reliable marks and feedback for students. This is particularly true for 60 credit dissertations and also for work placements where there are many different formats and types of work being carried out by students. I will outline the moderation processes I utilise for marks and feedback which save time and also result in a shared learning experience for all of the markers involved, including me.	

4B Two Sequential Presentations

4B:1 An online assessment tool for human marking of extended answer examinations – ExamOnline	Did you know talk (10 minutes)

Presenter: David Cavanagh, Institute of Infection and Immunology Research

We have trialled, and are now rolling out across Biological Sciences the use of the ExamOnline assessment system, which is specifically designed to deliver high stakes summative assessments.

Undergraduate University examinations, especially in Honours years often consist of essays, and other forms of extended- or short-answer formats, since it is difficult to assess higher-order learning using conventional multiple choice questions (MCQ) type questions. Some exam questions require drawings and calculations as part of the process. All answers of this type require detailed human marking, often involving multiple markers. Until recently, most e-assessment systems did not have the capability to allow online assessment which could incorporate hand-drawn diagrams electronically.

The ExamOnline system has computer marked question types (multiple choice, true/false, best/worst, multiple answer, gap-fill etc.), plus specific support for human-marked extended answer questions, with the capability to include hand-drawn sketches/diagrams/equations. Exams can be a mixture of e-marked questions and human-marked questions. Students type their answers into a simple word processor-like interface, and feedback on the system is overwhelmingly positive, both from students and markers.

ExamOnline is robust, and is tolerant of network, server and campus-wide power failures. Candidates can hand draw diagrams on paper sheets with QR codes, which are then incorporated by scanning into the electronic candidate responses during marking.

ExamOnline fulfils the following roles:-

- o Clear text answers – quicker marking as there are no handwriting 'challenges'
- o Allows hand-drawn diagrams/equations to be integrated into each answer
- o Online marking – two markers can view/mark simultaneously (or at least will be able to soon)
- o Quicker feedback – release of the annotated script without the mark, prior to exam boards
- o Online monitoring of markers' progress – easier for COs and admin

4B:2 Enhancing Information Retrieval from Lecture Recordings	Showcase tools and technology (10 minutes)

Presenter: James R. Hopgood, School of Engineering

Co-author: David I. Laurenson, School of Engineering

Lecture recording offers new opportunities for students to interact with material taught in classes, and has been shown to be a versatile learning resource [1]. However, recordings are usually offered as basic 50-minute lectures, with little support to search the content or retrieve information quickly. Learning from such recordings is like learning from a text book with no table of contents, headings, or bookmarks. This is in direct contrast to contemporary media consumption, such as on YouTube, which is typically through short, captioned, focused content, presented as part of a meta-enhanced 'channel' containing descriptions, comments, and recommendations to related content.

Technological solutions for generating searchable summaries or captioning includes speech transcription, character recognition of slide content, and manual captioning, with the latter being time intensive and expensive. Crowdsourcing solutions are an alternative approach, which allows students to contribute their own summaries, and with users able to review and correct each other's work [1]. Indeed, commercial solutions combining both techniques are available, such as from Synote ("Synchronised notes", http://synote.com/).

Beyond captioning, topic-based segmentation of classroom videos has been investigated based on content similarities throughout the video [2]; more pragmatic solutions include automatic segmentation using key-frame templates.

This paper presents a review of the state of the art in automatic and crowdsourced captioning and segmentation of lectures, and how this enables students to access information quickly as well as improving accessibility. We present our results from a recent Principal's Teaching Award Scheme (PTAS) project considering these issues and the benefits to our students.

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4C Evidence for enhancement: making evaluation meaningful	Paper Presentation (30 Minutes)

Presenters: Neil Lent and Daphne Loads (SFHEA), Institute for Academic Development

In this presentation we will explore how research and theory related to evaluation can be used in gathering meaningful evidence for enhancement of learning and teaching practice and students' experiences. We will explore how we can evaluate our work in terms of what it sets out to achieve rather than in relation to externally imposed criteria and why this is important. We will argue this allows enhancement activities to be evaluated on their own terms in relation to intended mechanisms of change. In doing this we will focus on what constitutes evidence for enhancement.

We will use ideas from Theory of Change evaluation (Connell and Kubisch, 1998), Constructive Alignment (Biggs and Tang, 2011) and Arts-based research (Butler-Kisber, 2018) to explore what can count as 'evidence' and how timing of evaluation is important in understanding enhancement processes in the specific contexts in which enhancement is attempted.

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4D Experiential Learning for Researcher Development: Working with Diverse Partners in a Doctoral Integrated Study Programme.	Paper Presentation (30 Minutes)

Presenter: Jean O'Donoghue, School of Chemistry

Co-authors: Colin Campbell, School of Chemistry and Fumi Kitagawa, Business School

OPTIMA is an EPSRC and MRC Centre for Doctoral Training in Optical Medical Imaging based at the Universities of Strathclyde and Edinburgh. Since 2014 it has run a training programme for more than 60 doctoral students who research Optical Medical Imaging and study healthcare innovation and entrepreneurship.

The aim of OPTIMA's structured training programme is threefold:

- To ensure that, as academics, OPTIMA graduates have a clear understanding of the commercial challenges of translating research into healthcare applications and are skilled in engaging non-academics to further the impact of their research.

- To equip students to go into the commercial world and to recognise the value of their training and where it can be applied throughout the sector.

- To develop responsible innovators, ready with the language and background knowledge to address ethical and societal issues in science and industry.

To achieve this, OPTIMA develops partnerships beyond academia and 'traditional' large industry. OPTIMA partners engage students with diverse social and organisational contexts where they can find the broader applicability of their research and training. These partners include: patient groups, CEOs of new medical start-ups, technologists working on healthcare products, legal professionals specialised in patent law, and teachers in local schools. They are integrated into the structured training programme and students' experiential learning in several ways, e.g. hosting internships, as project collaborators/ clients, and end-users of the research.

These individuals give OPTIMA students a perspective that academics cannot, and bring the training programme to life by injecting experiential learning opportunities with real-world emphasis into the responsible innovation and entrepreneurship topic. Importantly, partners provide the role models for OPTIMA students' future careers.

Here we present an account of the OPTIMA training programme and the novel approaches we are using to develop future leaders with "a heart for science and a brain for business."

4E ProgTeach – A community event based around introducing computational and programming concepts in teaching	Workshop (1 hour)

Presenters: James Slack, LTW in Information Services, Areti Manataki, Centre for Medical Informatics and Alisdair Tullo, School of Philosophy, Psychology and Language Sciences

This will be a 1-hour discussion and group activities workshop based around teaching programming or computational concepts. Across the University there are many isolated communities or individual staff that teach programming in a variety of disciplines and programming languages. This workshop will provide the opportunity for these disparate communities to come together to discuss how they overcome common problems, the methodologies that they use and interesting technologies or learning tools that they utilise. We have previously run this style of event as part of the ProgTeach community and have found that they are very well attended and extremely useful for all participants.

ProgTeach is a community of practice network designed to engage colleagues from all disciplines across the University to come together and share their experiences in delivering computational or programming content within their teaching. These events are useful for those who currently teach programming and coding as well as for those who want to introduce programming concepts into their teaching. Previously we have found great success in allowing time for people to highlight new technologies that they use in their teaching before then working together to document how they overcome specific learning challenges.

For this workshop we would like to start with 10 minutes of lightning talks for updates or pitches from community members regarding existing teaching tools or initiatives such as Noteable, CodeRunner and WikiData. We would then spend the rest of the time in group-based discussions focusing on specific problems around teaching programming such as how to introduce 'soft skills' or where to source data for teaching.

By attending this workshop, participants will gain an interdisciplinary insight into how to solve common problems and be kept up to date with new teaching tools available at the University. By hosting this at Learning and Teaching Conference we believe we will be able to further grow the ProgTeach community and show that the University supports computational teaching in all disciplines. As with our other ProgTeach events we will follow up by disseminating any discussion points or collaborative works as well as inviting further discussion on the ProgTeach mailing list.

A summary of the first ProgTeach community is available at:

thinking.is.ed.ac.uk/noteable/2018/09/14/progteach-play-by-play/

4F Q-Step data-driven undergraduate placements - challenges and achievements	Workshop (1 hour)

Presenter: Gitit Kadar-Satat, School of Social and Political Science

Co-author: Alan Marshall, School of Social and Political Science

Background

In the UK, there is a shortage of graduates with the quantitative skills and the social science theory background to exploit the increasing availability of digital data to better inform policy and business decisions. The University of Edinburgh is among only 15 UK universities with Q-Step Centres that, since 2014, have been addressing this shortage by developing and delivering innovative undergraduate 'Q-Step' degrees combining social subjects with advanced quantitative research methods. All students undertaking a 'Q-Step' degree at the University of Edinburgh can apply for a non-credit bearing 8-week placement to work as research assistants during the summer break, between their third and fourth year. The Q-Step programme places students in organisations across all sectors; public, private and the third sector. Each placement student undertakes a small-scale research project involving statistical data analysis within the host organisation or contributes to a larger scale study conducted within the host organisation. At the end of the placement, the student submits a final report/output to the host organisation and is invited to produce a reflective poster to be presented at a departmental event.

About this workshop

This workshop has two aims. First, to present findings from a qualitative study undertaken between 2017 and 2018 to evaluate the Q-Step placement programme. The study involved focus groups and interviews with students and employers. It focused on exploring the student and employer experience across the placement lifecycle, from recruitment to completion. Second, the workshop will discuss key themes in data-driven student placements. In particular, participants will be invited to reflect on the relationship between student placements/internships and course design and discuss how might future work-based learning opportunities help shape and unlock students' talents.

4G Developing inclusivity in the International Foundation Programme: Course design in response to diversity.	Walkshop (1 hour)

Presenters: Jill Haldane and Philip Davies, Centre for Open Learning

The International Foundation Programme (IFP) in the Centre for Open Learning (COL) provides direct entry pathways into undergraduate degree programmes in the College of Arts, Humanities and Social Sciences for highly-motivated, international students. Foundation English for Academic Purposes (FEAP) is a core course component of the programme curriculum. However, increasing diversity of students on IFP has led to academic English language and literacy needs not being equitably provided for in the FEAP curriculum. It is currently being developed with consideration to the principles of inclusivity in course design: transparency, anticipation, flexibility, accountability, collaboration, and equity (Houghton and Morgan, 2011). The major change in FEAP provision in 2019/20 is to offer two courses: FEAP Entry and FEAP Plus. Each course aims to make learning outcomes more achievable for all students by approaching learning and teaching of academic language and literacy that recognises students' diverse socio-cultural identities, linguistic resources and educational trajectories.

The purpose of the walkshop is to facilitate discussion about the applicability to the wider international student body in open-cohort models of learning and teaching. For example, one of the curricular changes we made to FEAP was reconfiguring the focus on language and grammar. More broadly, colleagues can also consider the applicability of the principles of inclusivity in their disciplines, programmes and courses. Gathering to share thoughts on greater equity in the pathway to UG study for international students on IFP could afford valuable discussion around student access and support, engagement and progression school-wide.

4H Building the University Community by Appreciating the More-Than-Human Campus	Walkshop (1hour)

Presenters: Sharon Boyd, Royal (Dick) School of Veterinary Studies and Andrea Roe, Edinburgh College of Art

The concept of a "more-than-human" world seeks to break down perceived boundaries between humans and all "others", focusing on the relationships that exist between all species. In the University, students and staff are encouraged to be part of an inclusive community. And yet, many activities and policies may be said to centre on the interests of the human animals, constituting one group within the wider University community. With this in mind, this walkshop challenges what is meant by the term "community". Participants will be invited to think about how the term can be extended to explicitly recognise the non-humans who share the University spaces and are embedded within teaching and learning practices.

The walkshop will start with a brief overview of current research in this area and an outline of the outdoor activity. Linking to work carried out by Bastian (2017) and Browne (2015) on more-than-human participation in education and research, each group will have an opportunity to experience the Pollock Halls land from different non-human viewpoints through guided activities. After returning to the conference centre, the groups will share their experiences of connecting with some of the non-humans who share the land. Together, we will think about how we build community in the University and what lessons may be learned by recognising kinship with the land, plants and all creatures.

REFERENCES

Bastian, M. (2017) 'Towards a more-than-human participatory research'. In Bastian, M., Jones, O., Moore, N., Roe, E. (eds). Participatory Research in More-Than-Human Worlds. London: Routledge, 19-37

Browne, S. (ed.) (2015). Between a Dog and a Wolf: An Animal Empathy Workbook. Derry: CCA Derry~Londonderry

Session Five

5A Is Learning and Teaching terminology a barrier to engagement?	Paper Presentation (30 Minutes)

Presenters: Lindsay Knox, Jill Northcott, Centre for Open Learning, and Jessie Paterson, Royal (Dick) School of Veterinary Studies

Co-Authors: Catriona Bell, Advance HE and Michaela Hubmann Centre for Open Learning

One significant way in which the University aims to achieve its Leadership in Learning goals (University Strategic Plan 2016) is to support academic staff in pursuing professional development opportunities to develop and enrich their own teaching practice. Consequently, there are many initiatives which align with this strategic objective such as the Edinburgh Teaching Award, in addition to a considerable number of workshops on offer within the University.

However, engagement with learning and teaching projects and literature can vary. Whilst the reasons for this are acknowledged to be multiple and complex, one possible explanation is that the language and terminology used can be an obstacle to participants. Hyland (2012) discusses the ways in which disciplinary differences and identities are realised in the discourse choices employed by members of each academic 'tribe' (Becher and Trowler, 2001) whilst Quinn (2012:69) argues that different discourses can be 'a constraining influence' on staff engagement with development initiatives. Unfamiliarity with the specific language of professional education and learning may therefore be a barrier for academics from other disciplines. This resonates with observations of colleagues' reactions to different terminology during faculty development workshops, and also in findings from a previous Principal's Teaching Award Scheme (PTAS) research project (Benson, Drybrough, Knox, Northcott and Northcott, 2015), which point to an unease with the language in which professional development is embedded.

This presentation will report the initial findings from the focus group discussions of a small-scale PTAS-funded project aimed at exploring colleagues' experience of such initiatives and the extent to which the language employed was a barrier to their engagement.

REFERENCES

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Benson, C., Drybrough, A., Knox, L., Northcott, J. & Northcott, J. (2015) Teaching international students: supporting lecturers in their work with students whose first language is not English. PTAS Project Report

Hyland, K. (2012). Disciplinary Identities: Individuality and Community in Academic Discourses. Cambridge: Cambridge.

Quinn, L. (2012). Understanding Resistance: an Analysis of Discourses in Academic Staff Development Studies in Higher Education, 69-83.

5B Engaging students and engaging general public: two sides of the same coin?	Paper Presentation (30 Minutes)

Presenters: Thomas H Bak, Anna G M Temp and Katarzyna Przybycien, School of Philosophy, Psychology & Language Sciences

Although universities consider academic lecturing and public engagement/knowledge exchange (PE/KE) to be high priorities, a link between them is rarely made. However, they share many objectives and techniques. Students arrive at the University as "general public" and it is the task of the University to educate them into experts. The challenge for good lecturing, as well as for good PE/KE, is to make complex topics accessible to new learners. This is done by introducing important questions, outlining the techniques used to answer them, and demonstrating critical thinking while sparking enthusiasm for the field which is being taught.

Our presentation will explore how PE/KE experience can change the way in which we think about and conduct our teaching, but also how students themselves can get involved in PE/KE activities and what it means to them. It will be given jointly by THB, a member of staff involved over the last few years in many PE/KE activities (including programmes and interviews for TV, radio and press, science festivals, Edinburgh Fringe and Book Festival, but also supervision of a PhD student who won the 3 Minutes Thesis competition at the University level and the audience price at the UK level) and his former PhD student AGMT, recently interviewed in the "All in the Mind" 30th Anniversary Edition on BBC Radio 4, who has experience in teaching as well as PE/KE.

Some of the ideas we would like to present were mentioned in two "Teaching Matters" blogs:

🌐 http://www.teaching-matters-blog.ed.ac.uk/engaging-students-and-engaging-the-general-public-two-sides-of-the-same-coin/

🌐 http://www.teaching-matters-blog.ed.ac.uk/codi-show-ditch-the-classroom-speak-in-tongues/

5C Two Sequential Presentations	
5C:1 Students as Change Agents - a challenge-led approach to experiential learning	Did you know talk (10 minutes)
Presenter: Ruth Donnelly, Careers Service	

We are faced with an exciting opportunity to create a step change in the volume, quality and impact of experiential learning for students at all stages if we can successfully harness the growing links between the University and external partners and design these partnerships so that students can benefit from the outset. The Students as Change Agents (SAChA) project aims to do just that - working with 'industry'-facing colleagues in Edinburgh Futures Institute and the new Data Driven Innovation Hubs, we're piloting activities which will see students working in small cross-disciplinary groups to tackle wicked challenges posed by external organisations. This gives students the opportunity to apply their discipline knowledge to 'real-world' challenges, complemented by training in design thinking, project management and data skills, with support from staff and mentors. It aims to foster innovation and enterprise skills to prepare graduates for a future where these skills and mind-sets will be vital to success. It has the added potential to create communities of practice within the University as well as strengthening our community engagement.

The presentation will focus on the initial pilot activity which took place during the Festival of Creative Learning and how we assessed the value of the learning experience for the participants. It will also outline plans for continuing to develop this evidence base in further pilots in AY 2018/19. We're keen to involve staff in thinking about how we evidence and share good practice in 'change-agent' activities and extend their reach, making it easier for staff to develop new such activities as part of their L&T practice.

5C:2 Coaching for Development: A joint pilot for peer-to-peer coaching in the School of Social and Political Science and the Business School	Did you know talk (10 minutes)

Presenters: Kirsty Brown, School of Social and Political Science and Rona Doig, Business School

In October 2018, the School of Social and Political Science (SSPS) and the Business School co-created and launched a peer-to-peer group coaching pilot. Developed in collaboration with Edinburgh-based coaching specialists 'The Acorn Principle', the pilot is embedded within each School's Edinburgh Award for Professional Development and seeks to establish a culture of peer support within the Award community.

The coaching model is underpinned by a belief that each individual has the capacity to identify, and achieve, their 'best'. Coaches work to unlock potential and encourage growth. Through the supportive structure of the coaching relationship, the individual is encouraged to identify and pursue their goals. Working within each School's Edinburgh Award, the coaching model provides additional support to students seeking to further develop and articulate their professional skills.

Practitioners at The Acorn Principle worked with each School's Student Development Office to create a detailed training programme for student coaches. Mechanisms to provide peer support are already widely employed across the University and the concept of peer-to-peer coaching builds on this already strong culture of collaboration. Students in the later stages of their degree programme were invited to apply for spaces on the coach training programme, up to a maximum of 6 students in SSPS and 8 students in Business. Coaches received training in the principles and skills of the coaching approach, with a focus on the challenges of delivering coaching in a group situation.

Student coaches are now embedded within the Award framework, supporting the professional development of their peers through structured group coaching sessions. Coaches also have access to a Virtual Learning Environment (VLE) created in partnership with The Acorn Principle. In future academic years, both Schools intend to further develop their peer-to-peer coaching with a view to rolling out this exciting opportunity to an even wider network of students.

5D Two Sequential Presentations

5D: 1 Blended learning in practice – "Psychology in Action" case study.	Did you know talk (10 minutes)

Presenter: Eva Murzyn, School of Philosophy, Psychology & Language Sciences

Blended learning is an increasingly popular approach to University education, giving the students the flexibility to learn at their own pace, while still providing close support and mentorship opportunities (Friesen 2012).

Psychology in Action is a new 10 credit blended course designed for 3rd Year Psychology students that ran in semesters 1 and 2 of academic year 2018/19. It combines tailor-made online materials (mini-lectures, text and interactive exercises) with face to face elements such as lectures, workshops and interviews with researchers within the department. The course content has two components. One leads the students through how social science research works in academia, including the funding and publication systems as well as the replication crisis. The second covers the practical and theoretical aspects of science engagement, the social context of science communication and debates around science.

This presentation will explain the course design and goals, discuss tutor and student evaluations of the course, set out lessons learnt and improvements for future iterations, as well as tips for setting up a blended or online course.

REFERENCES

Friesen, N. (2012). Report: Defining blended learning. Learning Space.

5D:2 Examining and Invigilating Distance and Online Courses using QuestionMark Perception and ProctorU	Showcase tools and technology (10 minutes)

Presenter: Bob Fisher, School of Informatics

The QuestionMark Perception package allows students to take exams online in a variety of formats (short essay, multiple choice, etc.). When students take these exams remotely, there is a question of the security of the assessment. This is in contrast to local assessment where invigilators are present (which is not perfectly secure either due to spoofing and hidden notes, etc.).

To support remote assessment, services such as ProctorU have appeared. Students can take exams at their preferred location, typically at home or place of work. ProctorU conducts remote invigilation. The QuestionMark exam is accessed via a secure browser interface. A webcam and microphone at the user's location monitors the exam taker and their environment. A variety of keyboard and other biometrics are also applied to detect substitutions of exam takers, or covert access to course materials.

This talk will present the experience of the School of Informatics in using this service to support assessment of courses on the Data Science, Technology and Innovation programme.

Posters

1

Masters students' perceptions of online reading and video learning materials.

Presenter: Lesley Gibson, School of Engineering

Co-author Sam Ellis, Glasgow Caledonian University

Aiming to increase student engagement, the model of the flipped classroom where students have access to learning resources prior to attending class, creates a more equitable teaching environment. This research investigated Masters students' perception of a blended learning approach for a Geographic Information Systems (GIS) module presented at Glasgow Caledonian University in 2017. Students were given advanced access to online reading and video material throughout the module. At the end of the module were asked to indicate how frequently they accessed the material and to assess whether it helped to have access to the material and if the volume and academic level of the material were appropriate. Sletten (2017) found strong positive relationships between students' perceived value of videos and how often they engaged with the material before coming to class and for this reason, the students' responses were split into those who reported higher frequency access (more than once a week) and those who reported lower frequency access. Students who reported higher frequency access to material also rated the material as more helpful than students with less frequent access although those who accessed material most frequently were more likely to rate the volume as excessive. High frequency users rated the academic level more favourably than low frequency users. It was found that although the students were generally satisfied with the online learning material provided, they preferred the reading material to the video material. It was also found that the students who accessed the material more frequently generally rated the material more favourably than those students who accessed it less often.

Sletten, S.R. 2017, "Investigating Flipped Learning: Student Self-Regulated Learning, Perceptions, and Achievement in an Introductory Biology Course", Journal of Science Education and Technology, vol. 26, no. 3, pp. 347-358.

2

The Bayes Centre and Data Science Education Centre of Excellence

Presenter: Teresa Ironside and Neil McGillvray, Bayes Centre

This poster will provide an introduction to the programme of cross-disciplinary curriculum development being supported by the Bayes Centre (the College of Science and Engineering Data Driven Innovation hub) and the new Data Science Education Centre of Excellence. The City Region Deal provides the institution with a range of opportunities to grow our activity beyond the traditional on campus offering. The Bayes Centre is working to facilitate this discussion across Schools and Colleges whilst being mindful of key stakeholders in Student Systems, Student Administration, and the Service Excellence Programme.

Students' Use of Lecture Recording and Other Digital Resources in Flipped and Non-Flipped Maths and Physics Lectures.

3

Presenter: Anna Wood, School of Education and Ross Galloway, School of Physics and Astronomy

Co-authors: Judy Hardy, School of Physics and Astronomy, Pamela Docherty, Chris Sangwin and Toby Bailey, School of Mathematics

Much of the lecture recording literature assumes that the learning event being captured is a 'traditional' style lecture with limited interaction between students and lecturer. However many classes at the University of Edinburgh, particularly in STEM subjects use other approaches. This poster will present results from the qualitative strand of a Principal's Teaching Award Scheme (PTAS) funded project examining lecture recording use in Mathematics and Physics in which some of the classes being examined used flipped, active-learning pedagogies. Data collection consisted of 10 semi-structured interviews with students who took both flipped and non-flipped courses.

We noted that students saw lecture capture as just one of a number of digital resources available to them, and conclude that lecture recordings should not be discussed in isolation from the resources such as Power Point slides and digital notes which are provided to students.

Through thematic analysis we found that students' choice of digital resource depended on the affordances of the resource, the way in which information was presented in lectures and their beliefs about learning.

Lecture capture was seen as particularly useful for information dense classes and the availability of digital resources seemed to support learning in live lectures by reducing the multi-tasking involved in note-taking and by providing a safety net for missed notes. Overall students preferred to be in lectures and saw active-learning elements of a class as an added reason for attending.

4

Growing Staff Student Communities in the Business School: Peer Support

Presenter: Kate Schafferius, Elisa Henderson and Margot Morton, Business School

We would like to increase the focus on our new DevelopmentPALS scheme, providing support for the Edinburgh Award for Professional Development available to students in their second year. We would also like to include BizPALS statistics (e.g. number of trained leaders, sessions and instances of student attendance) and some feedback from students who have been involved with or benefited from the schemes.

Since 2014/15, the peer support schemes run by student BizPALS have gone from strength to strength. We started out in a first year skills session course and this has now expanded to a whole suite of first year courses offered by the business school; a second year accountancy course; and recent PALS alumni advising fourth years on dissertations. In the current academic year, we have been involved in the Edinburgh Award for Professional Development, partnering with the staff members to deliver group coaching to second year students and to assist in developing the delivery mechanisms for this award. We have also been involved in reflecting on our NSS results. The benefits of the partnership have created a positive impact on business school students, the BizPALS themselves, and in creating a positive intellectual community throughout the undergraduate programmes. This poster will highlight the development and main areas of achievement of our programme over time. We will look forward to chatting in more detail about BizPALS in June.

Updating Simulated Teaching in Sexual Health

5

Presenters: John Reynolds-Wright, MRC Centre for Reproductive Health

Sarah Millar, Helen Pollitt, Kirsten Kernaghan and Imali Fernando, Chalmers Centre for Sexual and Reproductive Health, NHS Lothian

Background

Sexual Health and wellbeing is an important part of patients' lives and is often neglected by healthcare providers due to embarrassment, inexperience and lack of knowledge.

Learning to take sexual and reproductive histories in a compassionate and non-judgemental way is difficult for students and for facilitators of learning, as they have to balance patient experience and training of future clinicians.

The integrated genitourinary medicine and sexual and reproductive healthcare team developed small group teaching centred around simulated consultation scenarios (with actors taking the role of the patient), delivered to medical students during their obstetrics and gynaecology attachment.

The scenarios in use were written greater than 5 years previously and, while the students appreciated them and rated the training highly, it was felt by facilitators that the content of the scenarios was becoming dated and less reflective of clinical practice.

Aim

We sought to update the scenarios to better reflect current clinical practice and to incorporate greater awareness of LGBT issues

Method

A multidisciplinary group of teaching facilitators met to discuss the scenarios, to evaluate how they worked at present and then to work in smaller groups to rewrite them as required.

Each scenario had facilitator instructions, student instructions, simulated patient instructions and a post-scenario information sheet.

Outcome

The original 4 scenarios were: Termination of Pregnancy, HIV pre-testing discussion, Generic sexual history taking, and a group discussion about sexuality.

Following review of the scenarios, the Generic sexual history taking scenario was left unchanged as it was considered to still work well. The termination of pregnancy scenario was updated by editing the patient information and characteristics to better reflect the typical patient, the student information sheet was updated to reflect current practice and statistics surrounding termination. The HIV pre-testing discussion scenario was changed from being in an in-patient setting with a patient with an AIDS defining illness, to being a GP setting where the patient had significant risk of HIV but the details were more subtle. Finally, the sexuality discussion was replaced by a scenario about a young person who is struggling with their sexuality and for whom there is a potential substance misuse issue.

Feedback on the changes was obtained from facilitators and training on the updated scenarios and a session on small group teaching based around these scenarios was conducted by the CEP team.

Methods for Improving Fairness and Efficiency in Marking and Feedback

6

Presenter: Aurora Constantin, School of Informatics

Co-author: Cristina Adriana Alexandru, School of Informatics

Marking and providing feedback are undoubtedly two of the most important teaching activities. They are central to assessment which is crucial to foster learning as well as the teacher-learner relationship, as stated in the University's latest Taught Assessment Regulations.

One of the principles that must guide marking and feedback is fairness, as all students' academic performance should be judged equally. Another is efficiency, due to the need for timeliness in providing marks and feedback to students, and the teachers' time constraints.

Beginner markers are the most affected by these issues, because the time which they have allocated for marking may be unrealistically set up by senior, experienced, colleagues. To make things worse, the fear of not being fair or consistent can add psychological strain.

Getting the right balance between fairness and efficiency in marking and feedback is challenging, especially since they may work against each other. For example, rushing when marking may lead to unfair marks, while being overly thorough to ensure fairness may be very inefficient.

Our poster has the following main goals:

1. Presenting a series of strategies for ensuring both fairness and efficiency collected from the School of Informatics, and their assessment.

2. Attracting conference participants from across the University to share their strategies for ensuring fairness and efficiency by filling in a short questionnaire. The questionnaire will further be analysed to gain an understanding of the strategies' underlying aspects which ensure fairness and efficiency - with a further goal of using this as a basis for a platform supporting markers in a future Principal's Teaching Award Scheme (PTAS) grant.

3. Encouraging conference participants to discuss different strategies in the view of adopting and, if need be, adapting them for their own marking and feedback.

7

Collecting Innovative Ways of Conducting Evaluation of Teaching and Learning in the University of Edinburgh

Presenters: Cristina Adriana Alexandru, Aurora Constantin, School of Informatics and Areti Manataki, Centre for Medical Informatics

Teaching quality enhancement through the evaluation of teaching and learning is seen as one of the strategic principles/priorities across the University. However, the official Course Enhancement Questionnaires provide insufficient feedback to teachers. Additionally, schools offer little support or examples of approaches for such evaluation. Anecdotal evidence shows that some teachers address this issue by dedicating time and effort to develop their own, innovative approaches. By 'innovative', we define approaches with at least one of the following characteristics:

- Are completely new, e.g. using new games, apps, software tools.

- Combine standard approaches in a new way.

- Use standard approaches for different purposes than traditionally intended

Innovative approaches may be better catered to the context of use (discipline, type of course, student

profiles, environment, etc.), needs of the teacher and course team, and any constraints such as time available for analysis. Moreover, they may be appropriate for adoption, adaptation and re-use across teachers and contexts.

Our poster has several goals:

- Presenting some innovative approaches from the School of Informatics, and their assessment.

- Attracting conference participants from across the University to share their innovative approaches and their assessment by filling in a short questionnaire; these will later be used to populate an online platform for supporting teaching and learning evaluation, for which we intend to apply for Principal's Teaching Award Scheme (PTAS) funding.

- Encouraging discussion, collaboration and the sharing, adoption and adaptation of such approaches between conference participants.

8 Enhancing engagement and academic community among colleagues at the Centre for Open Learning

Presenter: Kathryn Redpath and Kate McHugh, Centre for Open Learning

The Centre for Open Learning (COL) offers a rich and diverse range of courses and programmes, including those in English Language Education, Short Courses, The International Foundation Programme, Seasonal Schools and the new Access Programme. As such, COL teaching colleagues and students engage in an enormous range of types of teaching and learning practices every day. However, while there is a great range of quality teaching practices within subject areas and programmes and some excellent examples of embedding professional development within these, the Centre for Open Learning – the result of several mergers - has lacked a sense of shared, 'whole school' identity. Further, not aided by the fact that many of our colleagues are on guaranteed-hours contracts for a small number of hours, there has been little sense of academic community and little chance to share and celebrate practice across our programmes, courses and pedagogies.

We have recently turned our mind to improving this. We have implemented the beginnings of a School-wide CPD programme, which includes systems-related training as well as formal and informal opportunities to meet together, share and celebrate our practice across disciplinary boundaries. A component of this programme will be a peer observation programme, where colleagues within and across traditional disciplinary boundaries can come together to learn from one another and what is learned can be shared widely through the CPD events.

To complement the CPD and Peer Observation Programme, we are also seeking to improve communication around teaching and learning at COL, and have instigated a number of measures, such as a weekly 'Teaching and Learning' slot in the School newsletter, a new SharePoint site for Learning and Teaching and weekly drop in times with the Director of Learning and Teaching. Although this is just the beginning, it is hoped that this increase in meaningful communication about what is happening in teaching and learning within the School and in the wider University will stimulate discussion, debate and celebration of good practice, encouraging all COL colleagues to feel a valued part of a vibrant teaching and learning community. This will hopefully not only improve the staff experience but also the student experience.

Our poster will detail our initiatives so far as well as outline possible future directions. Please stop by to chat to us and to share what your school are doing in these areas. We'd love to hear your ideas!

9   **Evidencing the value of innovative approaches to teaching and learning for Access/ Widening Participation**

Presenter: James Mooney, Centre for Open Learning

COL launched the new Part-time Access Programme (CAHSS) in August 2018. The Access Programme is a one-year part-time programme, which aims to foster diversity and inclusion through creating opportunities for adult returners from diverse backgrounds and under-represented groups to study with us, and supporting them through the transition to degree study. Aimed primarily at those groups identified as priorities by the University to widen participation, the Access Programme offers an integrated and inclusive programme of skills-based courses and, through an holistic approach, fosters transformative learning.

This poster will adopt a storyboard approach to outline innovative approaches to teaching and learning on the Access Programme. Specifically, it will focus on four conference sub-themes:

(1) Developing an inclusive curriculum - the Access Programme has been designed in order to provide an inclusive curriculum oriented around development of the academic, study, practical and personal skills which are necessary for successful study at undergraduate level.

(2) Assessment and feedback - semester 1 course assessment is entirely formative and students receive only feedback (no grades). This is intended to remove the barrier of 'fear of failure' and instead allow students to focus on the value of feedback and on gaining the requisite skills in advance of summative assessment in semester 2 courses.

(3) Enhancing engagement and creating community within the University - the Access Programme adopts an holistic approach to study, offering a social and cultural stream as well as the use of social media to encourage community and peer support.

(4) Student support - all Access students complete an online learning journal, which is monitored by their personal tutor. This allows students to reflect on their learning experiences and provides personal tutors with the opportunity to offer tailored guidance and advice.

10   **CollaboratED: Collaborative Learning in a Shared Studio Environment**

Presenter: Denitsa Petrova, ESALA Edinburgh College of Art

Co-author: Sabina Savadova, ESALA Edinburgh College of Art

CollaboratED is a research initiative, supported by the Principal's Teaching Award Scheme of the University of Edinburgh. The project explores the opportunities and challenges for collaborative work between online and campus students within the Digital Media Design MSc programme, where group work is an important aspect of the learning process.

The poster will show outcomes from the longitudinal research, involving questionnaires, observations, and individual interviews with students and lecturers on the programme. The initial research findings suggest that the challenges that online students face are mostly focused on balancing work and studies, but also working from different time zones and overcoming cultural differences within the team. Despite these challenges, the online learners recognise the benefits of group discussion and sharing resources with their peers, but most importantly they value the sense of being part of a community.

Similar results are currently identified for the campus cohort, but it would appear that sharing resources and receiving instant feedback from their peers were the biggest motivators for being part of a group. Despite positive responses towards group discussion and collaboration, in both campus and online cohorts, the largest percentage of students prefer to work alone where course assignments are concerned. This presents a challenge for the tutors and course organisers of the MSc programme. In its final stages,

CollaboratED is looking to suggest ways of overcoming this challenge through interactions that trigger learning mechanisms and ways of engaging the students by setting up conditions for an inclusive studio environment.

11 **Research-led teaching at Edinburgh**

Presenter: Natasa Pantic, Institute for Education, Teaching and Leadership

This poster showcases research-led teaching at Edinburgh using as example a study supported by the Principal's Teaching Award Scheme which explored how students in teacher education programmes perceived their roles and practices for acting as agents of social justice. Research-led Teacher Education Network (RTEN) would like to invite colleagues from across University to join us in building an interdisciplinary community of research-led teaching at Edinburgh.

Student teachers are oftentimes encouraged to apply theoretical principles of social justice to their professional practice. However, this can be problematic when theoretical knowledge is contested, or if it is inconsistent with the practices in their future workplaces. We used mixed methods including a questionnaire (n=299) and scenario-based interviews (n=9) to explore how students think about social justice issues in context. Student teachers saw agency for change as an important part of their role. Their understanding of the ways of addressing issues of social justice focused on classroom practices while they raised concerns about how their practice depends on others within and beyond the system of education. We discuss the implications of these findings for education of teachers and other professionals on various programmes across the University.

Collaboration between teachers and other professionals such as health or social workers is increasingly recognised both in research and policy documents. For example, Getting It Right for Every Child policy in Scotland encourages inter-agency work to address risks of exclusion and underachievement by creating 'protective networks' around vulnerable learners. Drawing on our own and other recent research on boundary-crossing in various professional fields, we would like to invite colleagues from different Schools, especially those involved in preparation of professionals such as health and social workers or educational psychologists and language specialists, to consider how we could create opportunities for our students to collaborate across disciplines.

12 **Evaluating an English for Academic Purposes pre-sessional course: how effectively does it prepare students for their Masters programmes?**

Presenter: Meg Maclean and Cathy Benson, Centre for Open Learning

At English Language Education, we provide summer pre-sessional Academic English courses for International Students about to embark on (mainly) Masters programmes at the University of Edinburgh. The first two courses are general in nature; in the final four weeks of the summer, students proceed to English for Specific Academic Purposes (EAP) courses, more tailored to their disciplines.

Our focus is on one of these courses, English for Language Teaching and Applied Linguistics, which has been running for over 20 years; there has been a very large increase in student numbers as the programmes into which they feed have expanded. Over the years, student satisfaction has been uniformly high according to end-of-course evaluations; however, we are never sure to what extent this perception of the usefulness of the course persists as students experience the rigours of their Masters programmes. Small-scale tracking projects have been carried out over two years, mainly using questionnaires and focus groups.

The poster will include a brief description of the content and structure of our course.   It will also report on the procedure followed in our tracking projects, comprising questionnaires and interviews conducted when students were well into their Masters programme, as well as a self-assessment of their improvement

during the pre-sessional course, based on their responses to an initial (informal) needs analysis. Our aim is to ascertain how useful our course is perceived to be by students at various stages of their programme, and receive their suggestions as to ways in which we could prepare them more effectively. Accordingly, we will summarise ways in which our findings have informed our course revisions.

13 Using a theoretical framework to reflect on the curriculum and develop a research agenda.

Presenter: Derek Jones, Medical School: Medical Education

Co-authors: Gill Aitken and Tim Fawns, Medical School: Medical Education

We have been using Bronfenbrenner's Ecological Systems Theory (EST) to provide an underpinning philosophy for the University of Edinburgh MSc in Clinical Education and develop our research programme. We have found EST to be a really helpful way of connecting up the individual experience of post graduate education with the wider institutional and professional context; ensuring a consistency and coherence in what we do. This poster outlines our process.

14 Supporting University Social Responsibility through Experiential Learning

Presenter: Matthew Lawson and Rachel Chisholm, Department for Social Responsibility and Sustainability

Co-author: Peter Evans, Institute for Education, Community & Society

More and more universities are embedding social responsibility into their mission statements and strategic plans, recognising the unique positive contribution that universities can make to society and the environment.

To address these issues, universities are providing transformational learning opportunities for students by treating their campuses as Living Labs, where students contribute or undertake research on the institution's own operations. These real-world experiences offer students a chance to apply and develop professional skills in a practical work-based setting. Simultaneously, universities benefit from problem-solving and improved links between academic, professional staff and students.

The University is participating in a pioneering Erasmus+ funded project which brings together academic, professional staff, student representatives and students from European institutions to help understand how universities are addressing social responsibility by delivering comprehensive audits. The 'European Students, Sustainability Auditing' Project is piloting an approach to support universities improve their social responsibility practices, which in turn provides students with a learning opportunity on how universities implement these practices.

This poster presents the experiences in implementing this approach in the project which have positively contributed to the student experience and facilitated learning between universities through three completed audits. The poster highlights the use of active, participatory learning from within the project, with early results from the formative evaluation finding that 70% of student respondents taking part say they feel very confident in completing their role as an auditor following completion of the training, and all participants feel their University could learn from the approach to student learning adopted by the project.

Many students have also highlighted the value of the 'interdisciplinary' nature of their experience both in terms of the contact with other students, but also through the range of staff involved in delivering the project.

www.essaproject.eu

15 Improving an online diagnostic test via item analysis

Presenter: George Kinnear, School of Mathematics

Co-author: Richard Gratwick, School of Mathematics

Each year the School of Mathematics administers a diagnostic test to over 1000 new students, using the STACK computer-aided assessment system. The test is based on high school mathematics, and is taken by students during Welcome Week. The aims of the test are to help students' self-diagnose topics they may need to revise, and to provide students and their Personal Tutors with additional information to help inform course choices. In particular, students with a low score on the diagnostic test may be advised to take our new online course, Fundamentals of Algebra and Calculus, in Semester 1.

In 2017, a Principal's Teaching Award Scheme (PTAS) funded project set out to evaluate and make improvements to the test. The poster will describe the methods used to evaluate the existing test, and to judge the success of the changes which were made. In particular, we found that the existing test was a good predictor of performance in Year 1 Mathematics, giving us confidence in its use to inform course choice. Psychometric item analysis was used to identify the least informative questions on the test; when these were replaced with new questions, the overall performance of the test improved, giving us better information about students' abilities at the start of their studies.

This methodology could be used more widely to evaluate the performance of assessments. Analysing test data in this way can provide teachers with useful insights into the relative difficulty of topics, or types of question, as experienced by a cohort of students. The analysis can also expose questions which are not functioning well, and this can be used to inform changes aimed at making the overall assessment more effective.

16 What'd I Miss? A qualitative exploration of student experience, behaviour and engagement with recorded lectures

Presenter: Sarah Chinnery, Royal (Dick) School of Veterinary Studies

Co-authors: Jill MacKay and Kirsty Hughes, Royal (Dick) School of Veterinary Studies

Introduction:

Lecture recording is the process of digitally capturing a lecture. Advances in technology have enabled widespread use of lecture recording in many institutions. Staff frequently express concern as to whether recorded lectures impact on student engagement. In this project, we explored student and staff experiences and engagement with recorded lectures in veterinary subjects.

Methods:

Thematic analysis of longitudinal reflective blogs composed by students and staff throughout the academic year, and of interviews with students and staff to evaluate experiences of lecture recording.

Results & Discussion:

Recurrent themes from the student blogs included: use as a revision tool; ease of pressure during lectures (difficult concepts could be revisited); and the reduction of stress in student life, permitting a better work-life balance. Criticism focussed on technical issues, which decreased over time when staff and students became familiar with the system. Similarly, frustration at staff not recording lectures subsided as the practice became increasingly more prevalent.

We also explored staff experience of recorded lectures to identify comparisons and similarities. Lecture attendance concerned staff and the student blogs revealed mixed attitudes towards use of recorded lectures. Although some students felt the recorded lectures provided an alternative to the live lecture or covered for unavoidable absence, others used them to revisit material. The students still saw value in attending practical sessions or tutorials.

Recorded lectures are valued because they allow students to study in ways which suits them best, therefore improving student experience, and should continue to be a tool in the veterinary curriculum.

17

Teaching Matters: Exploring the potential for multi-authored, University-level blogs to stimulate online and offline dialogue about teaching and learning.

Presenter: Jenny Scoles, Neil Lent, Celeste McLaughlin, Institute for Academic Development

Co-author: Catherine Bovill, Hazel Christie, and Hannah Cornish, Institute for Academic Development

With over 350 blog posts and 250 contributors, and more than 100,000 views, the University-level Teaching Matters blog has gained significant traction over the last three years in promoting, discussing, and celebrating learning and teaching at University of Edinburgh. However, although blogs may be conversational in tone and style, they remain a monologic form of communication (Wegerif, 2013). Therefore, there is no guarantee that Teaching Matters generates further conversations about learning and teaching across the University. For example, the 'comments section' to post responses to the blog posts is rarely used. As editor of this multi-authored blog, I, along with my colleagues, am setting out to explore ways in which this blog may or may not, create a microculture (Roxå and Mårtensson, 2015) that encourages informal conversations around learning and teaching. This poster will outline the background of Teaching Matters, and present the intended research project. The aim is to raise awareness of the University-wide data collection process for the project, and invite conference delegates to engage in answering a short survey to gather research data.

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Wegerif, R. (2013). Dialogic: Education for the internet age. London: Routledge.

Fellowship of the Higher Education Academy

We would like to congratulate and celebrate the significant number of colleagues from across the University of Edinburgh who have been awarded different categories of Fellowship of the Higher Education Academy. These Fellowships are a measure of recognition for individuals based on their experience and dedication to teaching, leadership of teaching, and support for students. We name here all the current Principal Fellows, Senior Fellows, Fellows and Associate Fellows of the Higher Education Academy across the University. Colleagues have achieved this recognition either through the Edinburgh Teaching Award (EdTA) Schemes run by IAD and some Schools, or through direct application to Advance HE. Further information about pathways towards Fellowship of the Higher Education Academy through the University of Edinburgh CPD Framework can be found at:

🌐   www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/cpd

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